Marketing Plan: Chaffey College Library Geocaching Project

Team 6

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I. Mission & Objectives

The Chaffey College Library Collection Development Policy reports that the Library's mission,

> "supports the mission of Chaffey College by providing instruction, guidance, and services promoting information literacy; access to quality information resources; and assessment to measure and evaluate its effectiveness. Through multiple access points, the Library promotes and supports student success in a learning-centered environment" (2015).

To supplement the College and Library missions, we seek to implement geocaching within the Chaffey College Mobile App. Embedding this service will increase library presence, while educating the campus community of the multitude of services available. Furthermore, highlighting campus wellness events to improve student mental health.

The primary objectives of embedding geocaching into the mobile app are to increase library-student engagement and provide an entertaining, hands-on opportunity to teach our campus community about the plethora of services available in the Library/Learning Resource Center (LRC) which include but are not limited to; circulation and reference desks, computer banks, tutoring, supplemental instruction, the collection, etc. In addition to highlighting library collections and LRC services, we will collaborate with Student Health Services (SHS) that will provide students opportunities to learn about mental health awareness and how to manage stress, by incorporating a competitive geocaching event as a way to add value to the on-campus experience that provides students the opportunity to connect with the campus community, and awareness around mental health while earning digital badges along the way.

II. Description of the Initiative, Service or Other Offering You Are Marketing

The new service that the Chaffey College Library would like to immerse geocaching within the Chaffey College Mobile App. Geocaching is a real-world, outdoor treasure hunting game that uses GPS–enabled devices to locate a geocache, which contains a logbook inside to state that it has been found. Its purpose is to provide a fun and stress-free treasure hunting-like experience that will inform and highlight library collections and services, boost student retention, and increase student engagement to develop our community. For the Library, these geocaches will lead the students back to the LRC where they will locate an item or service. To “sign” the logbook and receive credit, the user must check out the item or use the service in which the geocache is located. Those not wanting to check out a physical item will be able to scan a QR code for a digital loan. Once the student has signed the log, by using the service or checking out an item, a digital badge will then manifest on their student account that is recognized across campus. In addition, the library plans to partner with Student Health services twice a semester to increase stress management and mental health among Students. The flexibility of this program allows students to participate as little or as much as they would like, by engaging with the program at their convenience, students will spend longer periods on campus; in turn, making more use of the services we have to offer. We project that by implementing geocaching into the Chaffey Mobile App we will create a fun and engaging service that will provide an increase in the use of library resources and services, increased mental wellness of the student body and create an overall sense of community.

III. Target Market Analysis

To ensure that we effectively market our library geocaching project, it is necessary for us to fully understand and analyze the community that the Chaffey College libraries serve, based on the steps of Gupta (2019). We could assume that we would engage mostly with students; however, we could also potentially engage with parents of students and visitors to the campuses. Furthermore, there may be different interests at each of the different campus locations. Therefore, it is necessary to “follow the marketing process of segmentation, targeting and positioning” (STP), as the steps in this process help to more accurately identify the target community. During the first step of segmentation, the community is grouped into segments, based on various characteristics of similarity. From the results of the segmentation, in the next step, the most suitable or “attractive” segments chosen from the first step are targeted. Then finally, in the last step, the “value proposition” for the target segment is formulated, and a marketing plan is fully developed.

Segmentation is necessary, since the services can be tailored more suitably to a particular audience if it is understood comprehensively (Gupta, 2019). The major bases of segmentation include information on demographics, geographics, psychographics (e.g., lifestyle), behavioral (e.g., media preferences), and benefits sought (e.g., convenience, value).

For our project, we used Esri Tapestry (2021) and DataUSA (2021) to segment the communities, based primarily on demographics, geographics, and psychographics. Furthermore, ideally, our market analysis should also include focus groups, one-on-one interviews, and user surveys, based on psychographics and behavioral information; however, while we could not initially execute focus groups, the library will implement them moving forward for quality purposes.

The results of our market research using Esri Tapestry indicated the following segments,within a 25 mile travel radius:

1. Savvy suburbanites
2. Bright young professionals
3. Home improvement
4. Exurbanites
5. Urban villages
6. Enterprising professionals
7. Boomburbs

Based on this analysis, we chose to target segments 1 and 5. Segment 1, “savvy suburbanites”, are predominantly White (85.5%), followed by Hispanic (7.2%), with a relatively low diversity index of 36.2. This segment is considered well-connected consumers that utilize technology for most functions, from banking, to shopping, to communicating. Furthermore, they conduct thorough research before committing to anything. They value education, and their leisure choices include fun adventurous activities, such as water and theme parks. Segment 5, “urban villages”, are predominantly Hispanic (63.4%), followed by White, with a relatively high diversity index of 86. This segment is considered “multicultural, multigenerational, and multilingual”. The segment analysis also suggests that this community is “well-connected with their smartphones”. Similarly to segment 1, this segment also values education, with similar leisure choices. Further information from the DataUSA suggested that a third of the students attending Chaffey College are Hispanic or Latino, and that there is a retention rate of 7.2%, and that only 27.3% are enrolled as full-time students.

Based on the segmentation analysis, we will position our services by focusing primarily on the student population with the geocaching app embedded in the Chaffey College app. Although we are focusing predominantly on the library collection and Student

Health services, we will include general information for interested visitors. This is a technology-driven service, using smartphones to access the app, follow clues, and scan QR codes once a cache has been found. This will appeal to the target segments, who carry out most of their activities online, and are well connected to their smartphones. In addition, these segments generally enjoy adventurous activities, and value education, which we will offer through the geocaching activities, and also provide useful information for students and visitors about the campus and library resources.

IV. Market Analysis

MARKET TRENDS

Geocaching has become a popular activity once again during Covid (Kemper, 2020), especially since it is mostly outdoors, where friends and families can gather to find caches as a fun adventure. Within libraries, there is a need to renew interest in library collections and services. Based on a study of what people want in their libraries, it was determined that more Whites (23%) are likely to “say they know “nothing at all” of what their libraries offer, and it was also found that respondents of this study that were younger than 30 were less likely to “say they know much about the library services than older adults (ages 30-60)” (Pew Research Center, 2013).

LOCAL AND REGULATORY ISSUES TO CONSIDER

It will be necessary for us to develop a full project proposal to submit to our stakeholders and decision makers, since the cost of a Geocaching Specialist will need to be funded, and it is an amount that exceeds the annual budget.

SWOT ANALYSIS FOR THE CHAFFEY COLLEGE LIBRARIES

The following strengths, weaknesses, opportunities, and threats have been identified within our library systems:

Strengths: There are sufficient support staff for this project, including librarians and IT personnel. These staff are all competent within their fields relating to geocaching. The libraries within the three campuses share resources and collaborate with each other.

Weaknesses: There is limited communication with both library and college management.

Opportunities: Currently there are great technological advances and developments, making the inclusion of a geocaching app embedded in the college app relatively easy. There is sufficient internet accessibility and availability to staff and students, and the college has a well-functioning and updated website.

Threats: There are limited financial resources available.

V. The Competition

Comparing:	Chaffey College Library	Streaming Devices	Social Media	School Work	Work	Non School Obligations	Apps
General description of what the organization offers.	Access to books, computers, resources. A place to study, print, and copy items. Noise cancelling headphones are also available for checkout.	Services like Netflix, Hulu, HBO Max etc offer instant, 24 hour access to content.	Social Media allows you to share and see what your friends are doing. Communicate with friends. Fun, engaging content.	School is demanding and requires a lot of attention. During finals and midterms especially. Students might not want the distraction of a program that requires more than showing up.	Several of our students have full to part time jobs as well as class. Work is demanding and not something one can skip to participate in a program.	Family obligations are still obligations. You cannot be on campus to participate in the program if you are needed off campus.	Games, Texting, Emailing, Etc.
Summary of Promotional Tactics	Physical presence required items for class, posters, social media.	Commercials, social media, word of mouth	Commercials, word of mouth, Societal Pressures to participate	Required	Required	Required	Personally downloaded by the user. Have access to them on their phone.
Additional Value (what does this competitor offer <u>above and beyond/in addition to</u> what I offer my patrons?)		24-hour access, escapism	24-hour access, escapism	A degree can open up opportunities for people. You cannot get a degree without doing the work.	A wage, career, social interactions	Depends on each person but social interactions, joy, creative outlet, etc	24-hour access
What can my organization do to "defend" against the "additional value" areas listed in the row above?		We could look into offering a streaming service like Kanopy.	We could provide more engaging social media posts. Figure out optimal times to post. Schedule posts for when the library is closed.	We could become the place to do school work. Offer a space for tutoring services.	We cannot provide students with wages, but we could assist in their career development. Offer workshops on resumes and job searching.	Besides having students include their friends and families this is the one competitor we cannot defend against.	If we market and design our program competitively, we may be able to make our own Geo Caching Ap that Students could download and use.

VI. Promotional Tactics

Tactic	Notes & Comments (Why will this resonate with your target market? How will you tailor your messaging by segment?)	Expected timing and completion	Estimated costs
Email blast to staff members promoting the program	This will make the Staff Members walking promotions for our project. They will be able to spread the information by word of mouth.	1 hour	$0
Visible QR Codes in well traveled areas of the library	This partnered with a poster explaining the program can kickstart students into trying out the program.	1 hour	$0
Posters	A tried and true method to Library promotional techniques. We will place posters in well trafficked areas and throughout the library. We will place with QR codes to get students started.	1-2 hours	$50
Social Media Posts	Instagram posts will be image heavy, Facebook will have a more descriptive component.	2 hours to create a large backlog of content	$0
In app advertisement	We will ask IT to place a banner on the Chaffey College Ap to promote and allow a click through to the program.	1-2 Days by the IT department	$0
Email blast to students	This will be an informative email explaining the program and partnership with Mental Health Services. It will allow for students to reference back to the program if the posters are gone.	1 hour	$0

Ex.

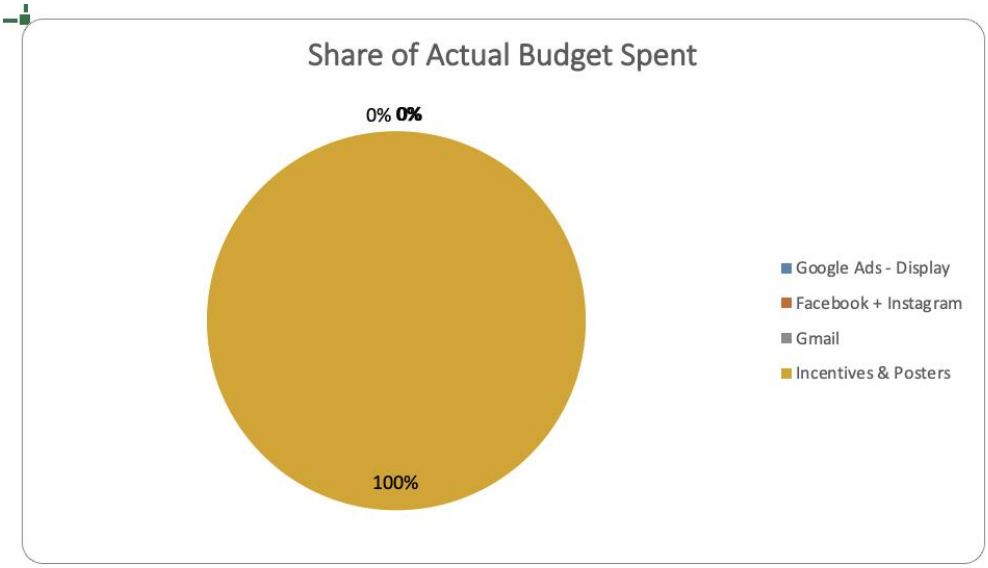
QR Code to Chaffey College Library Catalogue

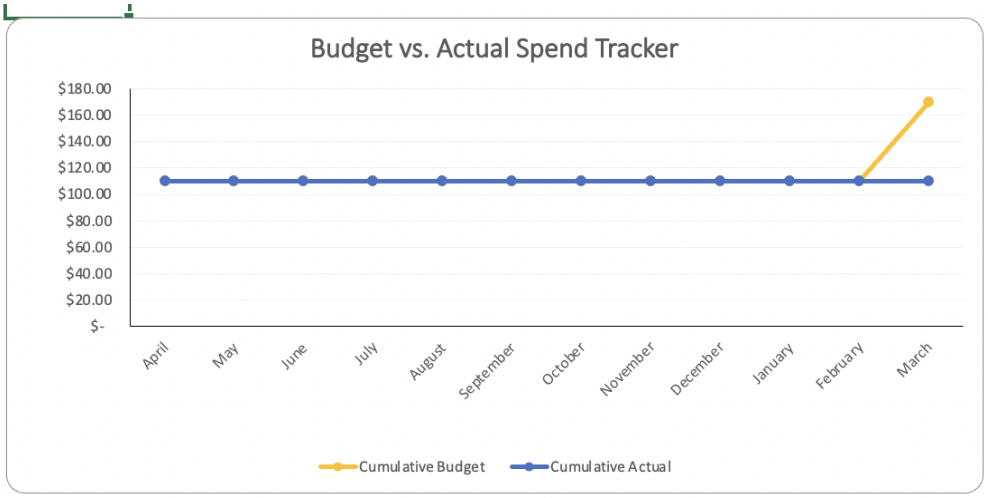
QR Code for the Library Instagram

SCAN ME

The following is a summary of our proposed expenses based using a digital marketing tracker, indicating that we have already spent $110 of the allocated budget on incentives and posters, with a pie chart indicating where the budget has been spent, and a graph indicating predicted cumulative spending of the marketing budget.

Budget Summary	Budget	Actual	Balance	Cumulative Budget	Cumulative Actual
April	$ 110.00	$ 110.00	$ -	$ 110.00	$ 110.00
May	$ -	$ -	$ -	$ 110.00	$ 110.00
June	$ -	$ -	$ -	$ 110.00	$ 110.00
July	$ -	$ -	$ -	$ 110.00	$ 110.00
August	$ -	$ -	$ -	$ 110.00	$ 110.00
September	$ -	$ -	$ -	$ 110.00	$ 110.00
October	$ -	$ -	$ -	$ 110.00	$ 110.00
November	$ -	$ -	$ -	$ 110.00	$ 110.00
December	$ -	$ -	$ -	$ 110.00	$ 110.00
January	$ -	$ -	$ -	$ 110.00	$ 110.00
February	$ -	$ -	$ -	$ 110.00	$ 110.00
March	$ 60.00	$ -	$ 60.00	$ 170.00	$ 110.00
Total	**$ 170.00**	**$ 110.00**	**$ 60.00**	**$ 170.00**	**$ 110.00**





VII. Control Phase

The previously mentioned promotional campaign aims to capture and accomplish our objectives of this new service, increase membership, usage of library services and its collections. To see if our ROMI is successful at increasing engagement and satisfying our objectives of our new geocaching service, the library will implement a combination of quantitative and qualitative research that includes conducting surveys and focus groups to better understand the participants' experiences and thoughts on the new service. This will allow the library to obtain valuable data that can indicate if ROMI and if the usage of the library has increased and will allow the library to make the appropriate adjustments to provide a better service if needed.

The library will also utilize qualitative data such as focus groups in order to hear first hand from our participants in their own words to see if our objectives and if ROMI was successful. Along with the survey, after participants have ended their geocaching experience they will have the option to participate in a focus group for the chance to express their thoughts and opinions and to receive an incentive of a $10 fast food gift card for their participation in the focus group. Focus groups will be conducted once a semester, have six participants, and will take place in the library. The library currently has staff that has been trained to moderate from previous employment and has moderated for other services that the library has previously implemented. These moderators will moderate appropriately in order to keep the group on topic and will know how to ask the perfect balance of open-ended and specific questions that will be similar to the topics asked in the survey. In comparison to the survey, the focus groups may be more time consuming and at a higher cost but will enable the participants to provide personal feedback, provide greater detail, and they will be able to bounce ideas off of each other. This marketing strategy will be implemented to understand the participants desires, needs, attitudes, and opinions about their experiences and thoughts about the geocaching service. The accumulation of all of the metric obtainment strategy data will

allow the library to make better informed decisions concerning ROMI, usage, objective achievement, and improvements to the service.

In order to evaluate and improve our geocaching service within the Chaffey College Mobile App, we will use the following data sets to track traffic both within the physical space of the library and digital space of the app. Nominal data will consist of tracking the gate count and will give us insight of library traffic, this will allow us to chart the increase, or decrease, of our campus community utilizing the services available within the Library/Learning Resource Center. Librarians will continue to make use of Springshare's LibAnswers that will log interactions with faculty and students. Use of this metric will allow us to evaluate the success of service tutorials used for geocaching. The Chaffey College Mobile App will tally users and their interactions with the geocaches - particularly QR codes scanned and the amount of badges earned from discovering services; while circulation records of items checked out will ascertain their use. We will be able to use this ordinal data to track which of the geocaches are most popular among the campus community.

In addition, the Chaffey College Mobile App will allow students the opportunity to provide feedback once they have completed their geocaching experience. Users will be prompted, at random, to complete a short survey within the Mobile App - if they choose, the participants will also have the option to complete paper surveys which will be located in the library. Survey questions will contain a mix of open and closed-ended questions in formats such as: "how likely are you to recommend to family/friends", on a scale from 1 to 5, with space for comments. Question subjects will consist of: how they were informed of this service, their experiences, what improvements can be made to the service, and what their preferred form of communication updates they would prefer to receive. A section on the survey will also ask participants about their demographics such as age and gender if they choose to. There will be an option for patrons to provide contact information if they have any questions or would like to receive a follow up. All surveys will be anonymous.

Distributing the survey at the time of completion will enable us to receive instant feedback, while it is fresh in their minds and encouraging them to answer the survey immediately will increase the chance of participants filling out the survey. Although obtaining this data and feedback will take some time to collect and evaluate as participants can take their time in completing their geocaching treasure hunt, this information will allow us to make improvements that can enable the library to move closer to the goal completing our objectives and seeing a positive ROMI and usage increases in the library. We will use this interval data to measure their interest levels, quality of the new service, ease and frequency of use. This data will allow us to continuously update the geocaching service to better meet the needs of the campus and LRC viability.

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